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Assessment Highlights



Grade 3 Social Studies Achievement Testing Program

June 1992

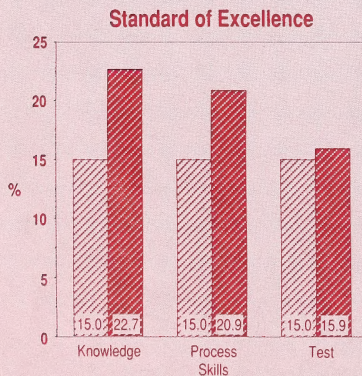
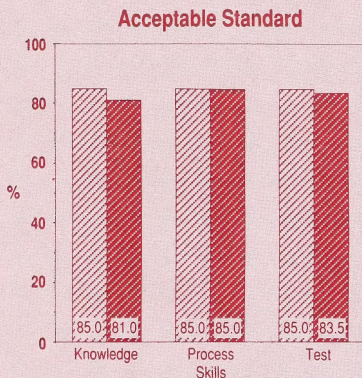
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

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 Actual Results **

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As shown by the graphs, students achieved very close to or above the acceptable standard in both knowledge and process skills and on the total test. In all three areas, more students than expected met the standard of excellence.

Most students have learned the content of the course. Their achievement on the test shows a good understanding, which enables them to relate their knowledge of social studies concepts to the real world. In addition, most students are proficient at the process skills expected at this level. They can apply problem solving and critical thinking skills within the context of Grade 3 Social Studies.

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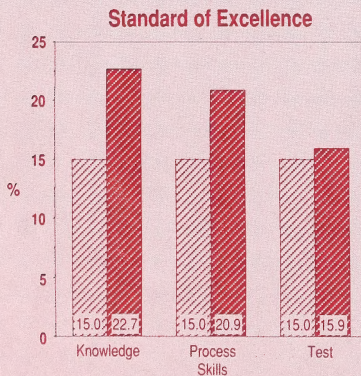
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Test Blueprint

The test blueprint shows the distribution of questions according to the curricular content area (topic) being assessed and according to the knowledge and process skills required to answer the question.

Objectives Reporting Category	Topic/Concept Reporting Category			Proportion of Total Score	
	Topic A My Community in the past, present, and future	Topic B Communities need each other	Topic C Special communities		
Knowledge Objectives					
Understands generalizations, concepts, related facts and content	1, 2, 4, 5, 6, 10	19, 21, 22, 23, 31, 34	35, 36, 37, 39, 43, 49	36%	
Process Skill Objectives					
Locating/organizing/interpreting information	3, 7, 11, 12, 15	20, 24, 26	40, 41, 45, 48	24%	64%
Geography and mapping	16, 17	25, 28, 29, 30	46, 47	16%	
Analyzing/synthesizing/evaluating	8, 9, 13, 14	18, 27, 32, 33	38, 42, 44, 50	24%	
Proportion of Total Score	34%	34%	32%	100%	

Results

The table at the right shows question-by-question results and keyed answers.

Individual Multiple-Choice Questions

Question	Key	Diff.*	Question	Key	Diff.	Question	Key	Diff.
1	A	86.1	18	C	89.0	35	B	81.2
2	A	71.4	19	A	89.0	36	D	74.3
3	D	86.3	20	D	81.5	37	C	35.9
4	A	87.7	21	C	69.5	38	A	86.2
5	A	75.0	22	C	75.0	39	B	72.7
6	B	87.7	23	C	77.7	40	B	41.1
7	C	76.0	24	A	76.0	41	D	83.7
8	A	77.6	25	A	95.8	42	C	80.5
9	D	60.4	26	A	68.5	43	C	90.1
10	D	77.2	27	A	86.2	44	A	82.7
11	B	75.7	28	A	93.2	45	D	80.0
12	C	85.3	29	D	90.1	46	C	79.7
13	B	77.3	30	A	83.6	47	A	84.3
14	C	84.4	31	B	73.9	48	C	63.6
15	A	77.1	32	D	66.4	49	B	56.1
16	C	75.0	33	B	81.1	50	D	80.0
17	A	65.7	34	D	80.6			

* Difficulty—percentage of students answering the question correctly

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4	A	87.7	21	C	69.5	38	A	86.2
5	A	75.0	22	C	75.0	39	B	72.7
6	B	87.7	23	C	77.7	40	B	41.1
7	C	76.0	24	A	76.0	41	D	83.7
8	A	77.6	25	A	95.8	42	C	80.5
9	D	60.4	26	A	68.5	43	C	90.1
10	D	77.2	27	A	86.2	44	A	82.7
11	B	75.7	28	A	93.2	45	D	80.0
12	C	85.3	29	D	90.1	46	C	79.7
13	B	77.3	30	A	83.6	47	A	84.3
14	C	84.4	31	B	73.9	48	C	63.6
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Observations

Acceptable Standard—Sample Questions and Commentary

What did students know and do well?

Generally, students achieving the acceptable standard had a sound understanding of the knowledge and basic process skills in the Grade 3 Social Studies program. Specifically, these students had a good understanding and could apply their knowledge of basic concepts such as *community, past, present, future, wants, needs, cardinal directions, and tradition*. Many of these students were also able to interpret graphed information and to demonstrate mapping skills. **Questions 1 and 12** are examples. The circle beside the correct answer has been filled in, and the number is the percentage of students choosing each alternative.

Where did students have difficulty?

Question 26 required students to make a connection between “goods produced” and “what is made.” Almost all students achieving the standard of excellence were able to do this. Many other students, however, linked *production* to *service* or to *farming*, and they therefore incorrectly chose alternatives C or D.

Questions 36 and 39 required students to demonstrate a basic understanding of customs. Many students achieving the acceptable standard on the test overall were unable to do this. Interestingly, more students were able to relate “special communities” to “customs” in **question 38**.

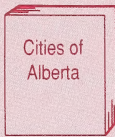
1. The BEST meaning of community is

- 86.1 ● a place where people live, work, and play together
5.0 ○ a place where people do different things
3.3 ○ a special way of doing things
4.0 ○ a piece of land or region

26. Titles of books help us to find information. Which book would BEST help us find information about goods that are produced in Alberta?



68.5 ●



4.8 ○



15.0 ○



10.9 ○

36. Another word for custom is

- 10.1 ○ community
7.0 ○ language
8.1 ○ respect
74.3 ● tradition

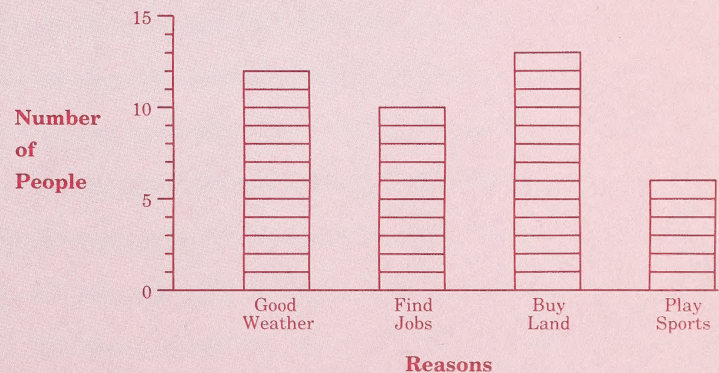
39. Sue's family is from China. Her mother often cooks food in a wok and the family eats using chopsticks. This is an example of a

- 9.4 ○ change
72.7 ● custom
7.2 ○ community
9.1 ○ contribution

38. People know they are in a special community because of the

- 86.2 ● way people keep their customs
4.7 ○ hospitals people use
5.5 ○ crops people grow
2.7 ○ cars people drive

This graph shows why people moved to Fox River.



12. Why did most people move to Fox River?

- 4.5 ○ To enjoy good weather
8.9 ○ To find jobs
85.3 ● To buy land
0.7 ○ To play sports

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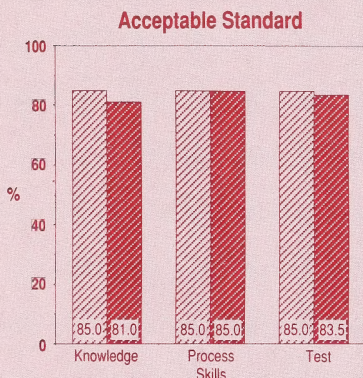
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Descriptors for Rating Scale

Occasionally, if ever

- the student occasionally, if ever, demonstrates this behavior

Often

- the student demonstrates this behavior more than half the time, but not consistently

Consistently

- the student consistently demonstrates this behavior and very rarely does not

Group Interaction	Rating Scale		
	Occasionally, if ever	Often	Consistently
1. Works co-operatively with a partner			
2. Demonstrates willingness to take turns in discussions and play			
3. Understands the need for group rules and the need to follow the rules			
4. Attempts to encourage and offer approval to those he/she works with			
5. Participates co-operatively in group work			
6. Makes meaningful contributions to discussions, supporting ideas with facts and reason			
7. Takes part in making the rules for group work			
8. Accepts the role of leader and follower as the situation requires or demands			
9. Demonstrates respect for the rights and opinions of others			
10. Participates in a small group discussion or activity by following established rules			
11. Stays on task			

Participation Skills—Teacher Results

Level	Standards	Percentage of Students
Beyond Level	Students were rated "Consistently" in 7 of the 11 skills	30.7
At Level	Students were rated "Often" or "Consistently" in 10 of the 11 skills but had fewer than 7 "Consistently" ratings	36.0
Not Yet At Level	Students were rated "Often" or "Consistently" in fewer than 10 of the 11 skills	33.3

The 1992 *Achievement Testing Program Provincial Report* will provide more detailed results of the participation skills study and the context-for-learning questionnaire.

In summary, achievement by students in Grade 3 Social Studies suggests that teachers are implementing the social studies curriculum very well. Students' success in all three learning components—knowledge, process skills, and participation skills—shows that teachers are presenting a balanced curriculum and students are incorporating their learnings into much of their practical experience.

For further information, contact Arnold Ostfield, Assessment Specialist, at 427-0010.

Participation Skills Study

In addition to the traditional multiple-choice achievement test, Grade 3 teachers and students from a sample of schools throughout the province were involved in an assessment of participation skills.

These teachers used three descriptors to rate each of their students in 11 areas of group interaction. The assessment criteria and the results of this study are shown at the left. Teachers felt that about one-third of their students were Beyond Level, one-third were At Level, and one-third were Not Yet At Level.

Students were asked to complete a self-assessment of their participation skills in another 11 areas, using the descriptors "Often", "Sometimes", and "Not Often". Fewer than 50% indicated that they "Often" praise group members who have good ideas. A similar percentage indicated that they do not "Often" demonstrate good leadership skills. Yet, the students indicated a very positive perception of their participation skills. For example, over 70% of the students perceived that they "Often" do their share of the work and "Often" follow the rules of the group.

Questionnaire—Context for Learning

In June 1992, Grade 3 Social Studies teachers and students across the province participated in a pilot study designed to identify and examine relationships among various contexts for learning and their effect on student achievement. Students gave their opinions on various learning activities related to social studies. Teachers reported on the types of and frequency of use of instructional strategies, writing activities, classroom resources, and other activities in their social studies classes.

Analyses of the student questionnaires reveals that students have a marked tolerance and openness to people different from themselves and to communities other than their own. A large majority of students are accepting of differing opinions and indicate a willingness to learn from others. Results of the teacher questionnaire show that there is a wide variety of social studies related activities at the Grade 3 level. The diversity of these activities ranges from field trips to letter writing, recycling projects, and simulations.

